

Transition Policies

Transitioning Into Care

When children first come to the center with their parents, most of the times it's before enrollment begins, the family tours the facility and the children wash their hands so that they can socialize with the other children and play with the toys. They are introduced to teachers and other children to help them feel comfortable. After they are enrolled, they are assessed. Also, a photo is taken, and they are helped as they acclimate to the environment. The first few days they learn routines and procedures at the center.

Transitioning Out of Care

When children transition out of care, the teacher and /or administrator meet with the parents to discuss the IEPs and goals that were set for the children. The IEP acts as a transitioning plan for each child. IEPs are review, updated, changed and/or discussed by the parent and teacher every 6-12 months. Upon request and with written consent, records may be transferred to the child's new educational setting. Parents are supported with suggestions of what they can do at home to help with academic success. Usually, the teacher will do a special project at the center as a special goodbye activity. When a child transitions out of care with no prior notice, if possible, at the end of the day the teacher provides the parent with a copy of the child's current IEP and current educational materials that are available crayons, coloring book, alphabet book, counting book, and/or other materials relevant to the child's age or developmental stage.

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Transitioning Within Care

Factors that are taken into consideration when children transition within the daycare are: age, development stage, social skills, emotional stability, potty training awareness, and academic readiness. When children transition from the 18 month and younger group to the toddler group, they are assisted with developmental milestones such as potty training, social and emotional growth, and using an assessment tool with content such as colors, numbers, shapes, and letters because they now have better speech development than in infancy. After an infant has transitioned to the toddler group, toddlers help him/her acclimate to the routines and procedures as he/she learns to gain independence and self-awareness. The teacher reviews the academic content to build self-esteem. When children transition from the toddler group to the preschool group, the teacher reviews the academic content, routines, and rules to build self-esteem and foster success. Parents review new Individualized Education Plans (IEP) for the children to ensure that they have significant input and feedback on the transitioning and assimilation process. Parents list how they would like the center to support their children during the transition.

Infant to Toddler Transition:

- transition from supportive chair to child sized table and chair in order to gain independence and functionality with other children for social development
- transition to napping during the scheduled daycare nap time for the other children to gain a functioning schedule as they later transition to preschool interacting with other children and participating in daily scheduled lessons

Toddler to Preschool Transition:

- transition from forming lines and curves to writing letters in an effort to start writing his/her name in preschool
- transition from constant movement to sitting for longer periods of time to write and more to help gain a longer attention span for entering preschool to gain a functioning schedule interacting with other children and participating in daily scheduled lessons

Preschool to Kindergarten Transition:

- transition from a longer nap/rest time to a shorter nap time to get familiar with a kindergarten schedule
- transition from receiving significant assistance with buttoning, zipping, etc. clothes to independently fastening clothes because in kindergarten they will need to do these tasks independently
- learn about bus safety or safety walking to school or the bus stop
- visit a kindergarten classroom or ask a kindergarten teacher to visit the classroom

Younger to Older School-Age Transition:

- transition from being responsible for individual daily routine to helping other and/or young children learn and practice daily routines to help improve self-esteem and reinforce following rules and accountability
- Transition from doing just individual academic work to reading and assisting other and/or children with academic work to helping other and/or young children learn and practice daily routines to help improve self-esteem and reinforce following rules and accountability